

# Congress Debates the Fate of the Nation: Analyzing The Wilmot Proviso & President Polk's 1848 Map

## Worksheet 1: Document Analysis Worksheet

Reset Form		Written Document Analysis Worksheet	Print Form												
1.	TYPE OF DOCUMENT (Check one): <table border="0"><tr><td><input type="checkbox"/> Newspaper</td><td><input type="checkbox"/> Map</td><td><input type="checkbox"/> Advertisement</td></tr><tr><td><input type="checkbox"/> Letter</td><td><input type="checkbox"/> Telegram</td><td><input type="checkbox"/> Congressional Record</td></tr><tr><td><input type="checkbox"/> Patent</td><td><input type="checkbox"/> Press Release</td><td><input type="checkbox"/> Census Report</td></tr><tr><td><input type="checkbox"/> Memorandum</td><td><input type="checkbox"/> Report</td><td><input type="checkbox"/> Other</td></tr></table>			<input type="checkbox"/> Newspaper	<input type="checkbox"/> Map	<input type="checkbox"/> Advertisement	<input type="checkbox"/> Letter	<input type="checkbox"/> Telegram	<input type="checkbox"/> Congressional Record	<input type="checkbox"/> Patent	<input type="checkbox"/> Press Release	<input type="checkbox"/> Census Report	<input type="checkbox"/> Memorandum	<input type="checkbox"/> Report	<input type="checkbox"/> Other
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2.	UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more): <table border="0"><tr><td><input type="checkbox"/> Interesting Letterhead</td><td><input type="checkbox"/> Notations</td></tr><tr><td><input type="checkbox"/> Handwritten</td><td><input type="checkbox"/> "RECEIVED" stamp</td></tr><tr><td><input type="checkbox"/> Typed</td><td><input type="checkbox"/> Other</td></tr><tr><td><input type="checkbox"/> Seals</td><td></td></tr></table>			<input type="checkbox"/> Interesting Letterhead	<input type="checkbox"/> Notations	<input type="checkbox"/> Handwritten	<input type="checkbox"/> "RECEIVED" stamp	<input type="checkbox"/> Typed	<input type="checkbox"/> Other	<input type="checkbox"/> Seals					
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<input type="checkbox"/> Seals															
3.	DATE(S) OF DOCUMENT: <div></div>														
4.	AUTHOR (OR CREATOR) OF THE DOCUMENT: <div></div> POSITION (TITLE): <div></div>														
5.	FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN? <div></div>														
6.	DOCUMENT INFORMATION (There are many possible ways to answer A-E.) <span>Limit response for each question to 3 lines of text</span> A. List three things the author said that you think are important: <div></div> B. Why do you think this document was written? <div></div> C. What evidence in the document helps you know why it was written? Quote from the document. <div></div> D. List two things the document tells you about life in the United States at the time it was written. <div></div> E. Write a question to the author that is left unanswered by the document: <div></div>														

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## Worksheet 2: Decoding the Wilmot Proviso

1. What did the Wilmot Proviso say about slavery in the newly acquired Western territories?
2. List three ways in which the Wilmot Proviso would have spurred unity and three ways it would have spurred division in America.

Ways of Spurring Union	Ways of Spurring Division

3. Write a hypothesis about whether the Wilmot Proviso would have primarily united or divided the nation and why.

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## Worksheet 3: An Excerpt from President Polk's 1848 Map

**Directions:** Outline and label the following areas on this map: *a.* the Free States in 1848, *b.* the Slave States in 1848, *c.* the Northwest Territory, *d.* Indian Territory, *e.* the 36°30' line of latitude, *f.* the Oregon Territory, *g.* the area of the country affected by the Wilmot Proviso. Draw information required from the Polk Map facsimile.



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## Worksheet 4: Map Analysis Worksheet

Reset Form	Map Analysis Worksheet	Print Form												
<div>1. TYPE OF MAP (Check one):</div> <table style="width: 100%;"><tr><td><input type="checkbox"/> Raised Relief map</td><td><input type="checkbox"/> Bird's-eye map</td></tr><tr><td><input type="checkbox"/> Topographic map</td><td><input type="checkbox"/> Artifact map</td></tr><tr><td><input type="checkbox"/> Political map</td><td><input type="checkbox"/> Satellite photograph/mosaic</td></tr><tr><td><input type="checkbox"/> Contour-line map</td><td><input type="checkbox"/> Pictograph</td></tr><tr><td><input type="checkbox"/> Natural resource map</td><td><input type="checkbox"/> Weather map</td></tr><tr><td><input type="checkbox"/> Military map</td><td><input type="checkbox"/> Other</td></tr></table>			<input type="checkbox"/> Raised Relief map	<input type="checkbox"/> Bird's-eye map	<input type="checkbox"/> Topographic map	<input type="checkbox"/> Artifact map	<input type="checkbox"/> Political map	<input type="checkbox"/> Satellite photograph/mosaic	<input type="checkbox"/> Contour-line map	<input type="checkbox"/> Pictograph	<input type="checkbox"/> Natural resource map	<input type="checkbox"/> Weather map	<input type="checkbox"/> Military map	<input type="checkbox"/> Other
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<input type="checkbox"/> Natural resource map	<input type="checkbox"/> Weather map													
<input type="checkbox"/> Military map	<input type="checkbox"/> Other													
<div>2. UNIQUE PHYSICAL QUALITIES OF THE MAP (Check one or more):</div> <table style="width: 100%;"><tr><td><input type="checkbox"/> Compass</td><td><input type="checkbox"/> Name of mapmaker</td></tr><tr><td><input type="checkbox"/> Handwritten</td><td><input type="checkbox"/> Title</td></tr><tr><td><input type="checkbox"/> Date</td><td><input type="checkbox"/> Legend (key)</td></tr><tr><td><input type="checkbox"/> Notations</td><td><input type="checkbox"/> Other</td></tr><tr><td><input type="checkbox"/> Scale</td><td></td></tr></table>			<input type="checkbox"/> Compass	<input type="checkbox"/> Name of mapmaker	<input type="checkbox"/> Handwritten	<input type="checkbox"/> Title	<input type="checkbox"/> Date	<input type="checkbox"/> Legend (key)	<input type="checkbox"/> Notations	<input type="checkbox"/> Other	<input type="checkbox"/> Scale			
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<div>3. DATE OF MAP:</div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>														
<div>4. CREATOR OF THE MAP:</div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>														
<div>5. WHERE WAS THE MAP PRODUCED?</div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>														
<div>6. MAP INFORMATION</div> <div style="border: 1px solid black; padding: 5px;"><div>A. List three things in this map that you think are important. <span style="float: right; font-size: small;">Limit response for each question to a single line of text</span></div><div style="margin-top: 5px;"><div>1. <div style="border: 1px solid black; height: 15px; width: 100%;"></div></div><div>2. <div style="border: 1px solid black; height: 15px; width: 100%;"></div></div><div>3. <div style="border: 1px solid black; height: 15px; width: 100%;"></div></div></div><div style="margin-top: 10px;"><div>B. Why do you think this map was drawn? <span style="float: right; font-size: small;">Limit response for each question to 2 lines of text</span></div><div style="border: 1px solid black; height: 20px; width: 100%;"></div></div><div style="margin-top: 10px;"><div>C. What evidence in the map suggests why it was drawn?</div><div style="border: 1px solid black; height: 20px; width: 100%;"></div></div><div style="margin-top: 10px;"><div>D. What information does this map add to the textbook's account of this event?</div><div style="border: 1px solid black; height: 20px; width: 100%;"></div></div><div style="margin-top: 10px;"><div>E. Does the information in this map support or contradict information that you have read about this event? Explain.</div><div style="border: 1px solid black; height: 20px; width: 100%;"></div></div><div style="margin-top: 10px;"><div>F. Write a question to the mapmaker that is left unanswered by this map.</div><div style="border: 1px solid black; height: 20px; width: 100%;"></div></div></div>														
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## Worksheet 5: Decoding the Polk Map Facsimile

1. List five significant differences between the Polk Map facsimile and a map of the United States today.

1.
2.
3.
4.
5.

2. List four examples of significant types of information missing from the Polk Map facsimile. (e.g., information about population)

1.
2.
3.
4.

3. Write a one-sentence statement summarizing the argument made by the Polk Map facsimile about dividing the West.

4. Write a hypothesis about whether the solution offered by the Polk Map facsimile would have primarily united or divided the nation and why.

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## Worksheet 6: Contrasting the Implications of the Wilmot Proviso & the Polk Map Proposal

**Directions:** Use information from the tables on President Polk's map to create and color three contrasting bar graphs. Use a different color for each area and label each entry. (Note: The area labeled Indian Territory is not included in this analysis.)

Sq Mi	Area of Existing Free and Slave States (including Texas)		Area of State and Territories Divided as Proposed by the Wilmot Proviso		Area of States and Territories as Proposed by President Polk's Map (California divided at 36°30')	
2,200,000						
2,100,000						
2,000,000						
1,900,000						
1,800,000						
1,700,000						
1,600,000						
1,500,000						
1,400,000						
1,300,000						
1,200,000						
1,100,000						
1,000,000						
900,000						
800,000						
700,000						
600,000						
500,000						
400,000						
300,000						
200,000						
100,000						
	Free	Slave	Free	Slave	Free	Slave

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## Worksheet 7: Reflection

*"With the opening prospects of increased prosperity and national greatness which the acquisition of these rich and extensive territorial possessions affords, how irrational it would be to forego or to reject these advantages by the agitation of a domestic question... and to endanger... the harmony of the glorious Union of our confederated States--that Union which binds us together as one people, and which for sixty years has been our shield and protection against every danger."* excerpt from President Polk's 1848 Annual Message

1. Summarize President Polk's statement in 10 words or fewer.
2. List three issues related to the topic of expanding slavery to the Western territories that were not present in either the Wilmot Proviso or President Polk's map.
3. From the perspective of a person living in 1850, which of the 3 issues listed in the previous items would present the greatest threat to any compromise about the newly acquired Western territories?
4. Write a one-paragraph proposal – on a separate sheet - for resolving the issue of slavery in the newly acquired Western territory.
5. Use what you have learned in this lesson to answer the guiding question: How did the Wilmot Proviso and the *Map of the United States that Accompanied President Polk's 1848 Annual Message* influence the 1850s congressional debate over slavery in the newly acquired Western territories? Be prepared to share your answer in a class discussion.